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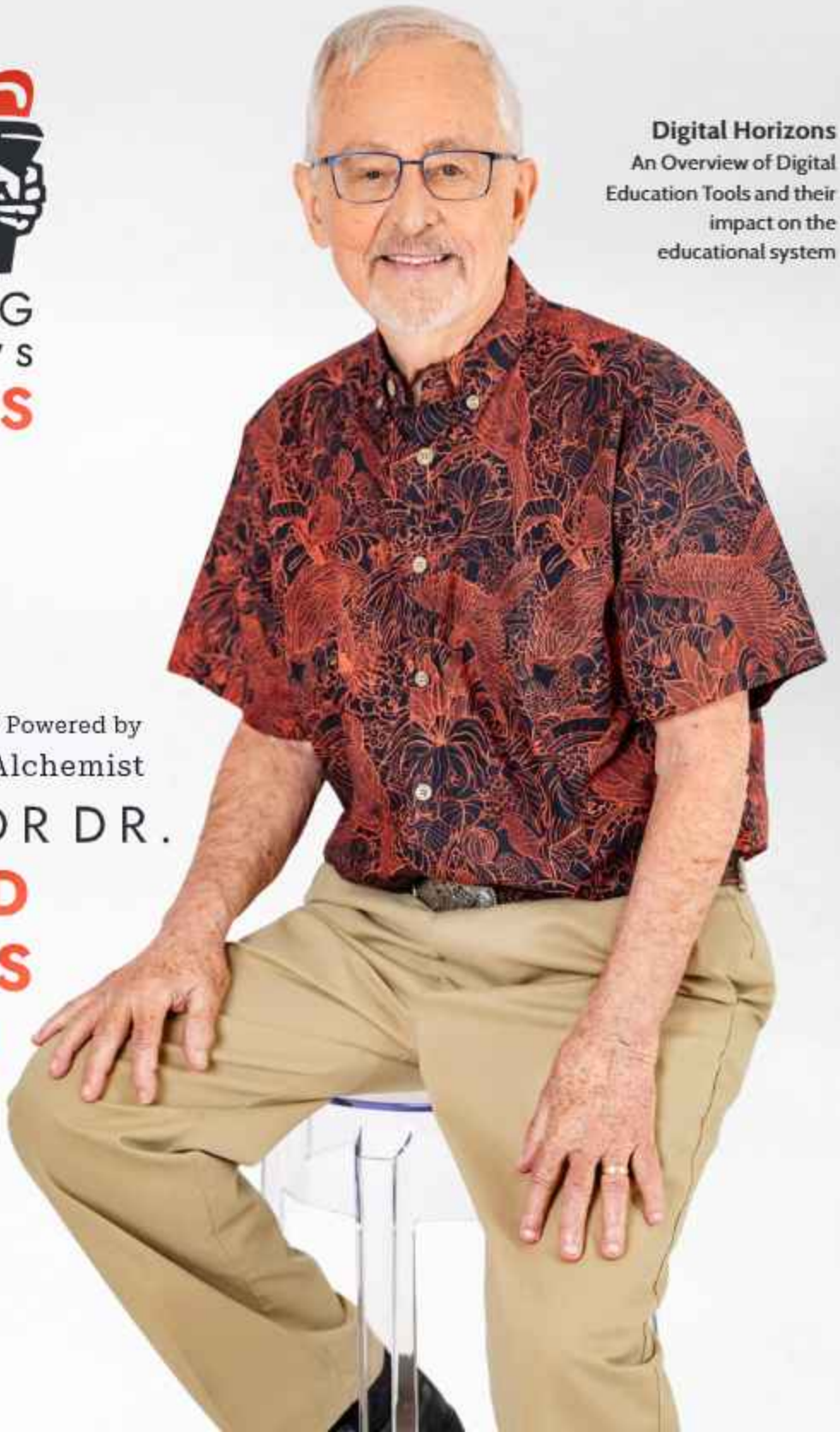
ADVISORY
MAGAZINE

July, 2025

GLOBAL EDUCATOR Igniting **MINDS** and SHAPING TOMORROW'S **LEADERS**

Digital Horizons
An Overview of Digital Education Tools and their impact on the educational system



Richard Larson
Professor, Massachusetts Institute of Technology (MIT)

An Educational Revolution Powered by
A Global Academic Alchemist

PROFESSOR DR. RICHARD CHARLES LARSON

GLOBAL
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Igniting
MINDS
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The Global Educator: Igniting Minds and Shaping Tomorrow's Leaders

In stimulating interest and endowing the global leader of tomorrow lies the real signature of an inspirational teacher in a world constantly reshaped by information and interdependence, and in transferring knowledge. At the very vanguard of this revolution in teaching, **Professor Dr. Richard C. Larson**, through a distinguished career devoted to providing world-class learning for global reach and maximum impact, is a renowned star from the Massachusetts Institute of Technology (MIT).

In order to solve a challenging problem in education, much of whose pioneering work in operations research earned him the nickname "Dr. Queue" for his pioneering developments in queueing theory, Dr. Larson applied his strict analytical intellect in a way that was unique. A believer in a learning process that encourages critical thinking, problem-solving ability, and flexibility, his philosophy goes beyond typical pedagogy. His legacy continues, as of mid-2025, to speak through endeavors that directly close the loop between academic theory and practical use, equipping students with more than a career, but with a life of productive service.

One of his foundations of international influence is the **MIT BLOSSOMS (Blended Learning Open Source Science or Math Studies)** program. This groundbreaking project, in collaboration with the **Learning International Networks Consortium (LINC)**, makes available cost-free, high-quality video STEM lessons that can be woven into local classroom teaching, particularly in underserved areas internationally. Demonstrating that geographical or socioeconomic boundaries no longer have to restrict educational prospects, Dr. Larson democratized the access to high-end educational materials by enabling the local teachers and connecting students with interactive matter.

Dr. Larson's dedication to leadership development for the future is seen in his focus on "model thinking"—inviting students to apply conceptual and mathematical models to solve difficult problems, not just memorize facts. Urging teachers to place top priority on critical thinking, adaptability, and hands-on learning, he strongly advocates for human intelligence (HI) in a world where AI is present. Urging students to cultivate curiosity, question assumptions, and acquire the moral courage required to lead with honor, his mentorship goes far beyond the classroom. A manifestation of his conviction that education is the greatest empowerment tool, Professor Larson's lasting legacy is constantly igniting minds and shaping the global leaders who will construct a more educated and just future.

Signifying that true educational leadership is about building ladders for others to climb, making knowledge accessible, engaging, and impactful on a global scale, in the ensuing pages of this *Advisory Magazine*'s exceptional edition, **'Global Educator Igniting Minds and Shaping Tomorrow's Leaders'**, Prof. Dr. Richard C. Larson's enduring legacy goes beyond the academic papers or awards, inspiring the countless minds capable of changing the upcoming era for the better.

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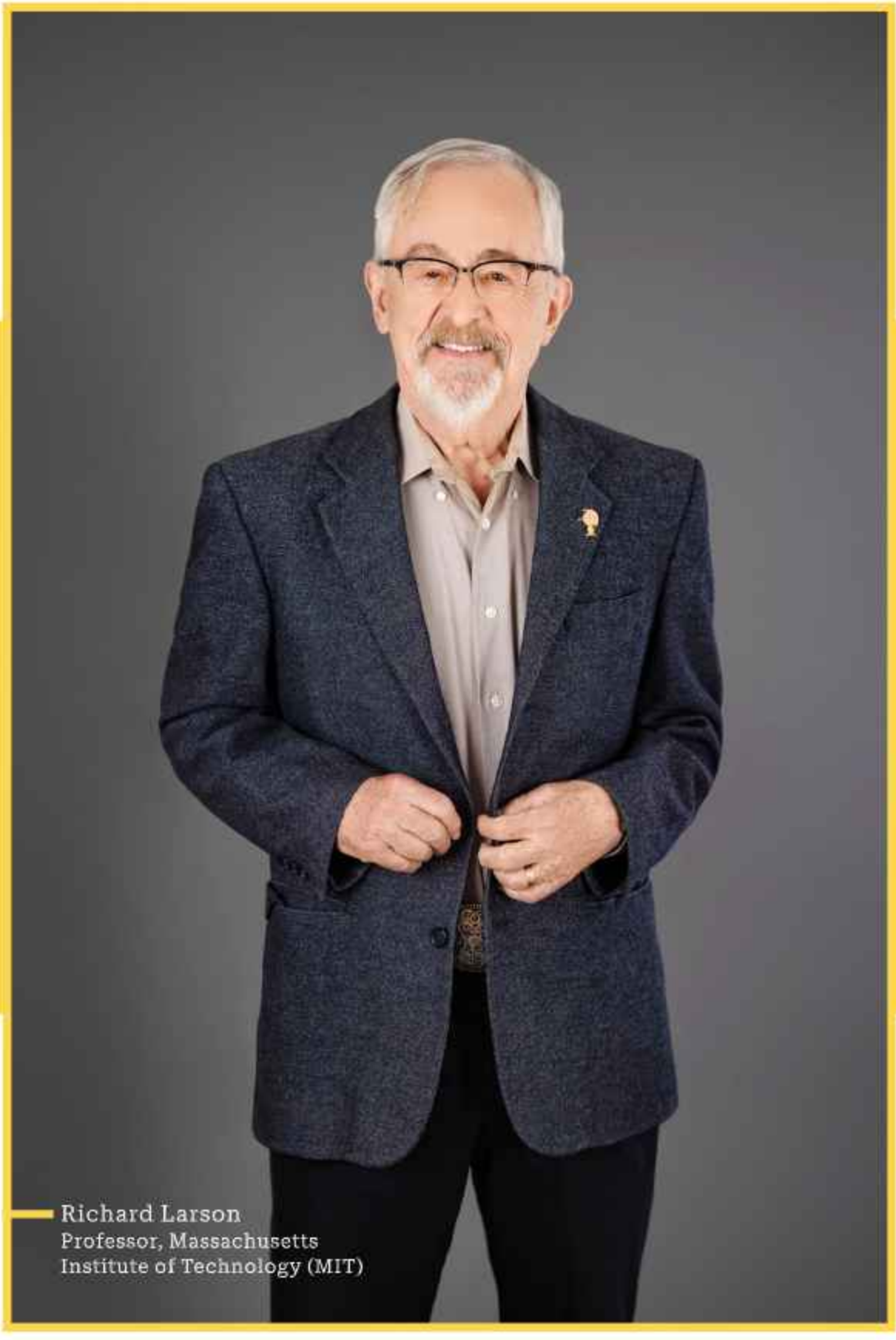


Richard Larson
Professor, Massachusetts
Institute of Technology (MIT)

Featuring

An Educational Revolution Powered by

A Global Academic Alchemist

Professor Dr. Richard Charles Larson

"Don't do things because "The Crowd" is doing them. That is, don't Follow the Crowd, but chart your own pathways for others to follow!"

A curious mind, when ignited with the flame of learning, burns out the brightest to erase the darkness around it and shape the tomorrow with its sparkling enlightening. All it needs is a global educator of the kind, compassion, expertise, and caring of today's most transformative **Professor Dr. Richard Charles Larson** of Massachusetts Institute of Technology (MIT), the world has ever known.

Prof. Dr. Larson is a celebrated, renowned, awarded, and acclaimed researcher and educator in the fields of operations research, educational technology, model thinking for everyday life and queuing theory, and is the principal investigator of the MIT BLOSSOMS Initiative. His many acclaims include,

Being

- Awarded the **Lanchester Prize of the Operations Research Society of America (ORSA)** for his first book **Urban Police Patrol Analysis (MIT Press, 1972)**,
- The co-author, with Amedeo Odoni, of **Urban Operations Research, Prentice Hall, 1981 (republished in 2007)**.
- Served as **President of ORSA, (1993-4), and INFORMS (2005)**.
- Served as consultant to the **World Bank, United Nations, Rand Corp., Kuwait Foundation for the Advancement of Science, Hibernia College in Ireland, Hong Kong University, the U.S. Department of Justice, American Airlines** and various other corporations.
- Researched on queues resulting not only in **new computational techniques (e.g., the Queue Inference Engine and the Hypercube Queueing Model)**, but has also been covered in national media (e.g., **ABC TV's 20/20, NPR, CNN.com, the Wall Street Journal and the New York Times**).
- Served as **Co-Director of the MIT Operations Research Center** (over 15 years in that post).
- A member of the **National Academy of Engineering** and an **INFORMS Founding Fellow**.
- Honored with the **INFORMS President's Award** and the **Kimball Medal**, and
- Most recently (2025), received the **Albert Nelson Marquis Lifetime Achievement Award**, for "..Marquis Biographees who have achieved career longevity and demonstrated unwavering excellence in their chosen fields."

Education: Professor Larson's Enduring Passion

Education may not have been Professor Richard C. Larson's original career plan—but once he stumbled upon it, it became his life's deepest devotion. His entry into the academic world was unplanned, a fortunate accident for the field itself. As an MIT undergraduate, Larson majored in Electrical Engineering, charting a path first walked by his father, Gilbert C. Larson. "He's the person I admire most," says Larson fondly. "A brilliant electrical engineer who worked at Hazeltine, Westinghouse, and Raytheon—he was also a skilled carpenter and a true renaissance man."

From Serendipity to Strategy: The Remarkable Evolution of Professor Larson's Educational Journey

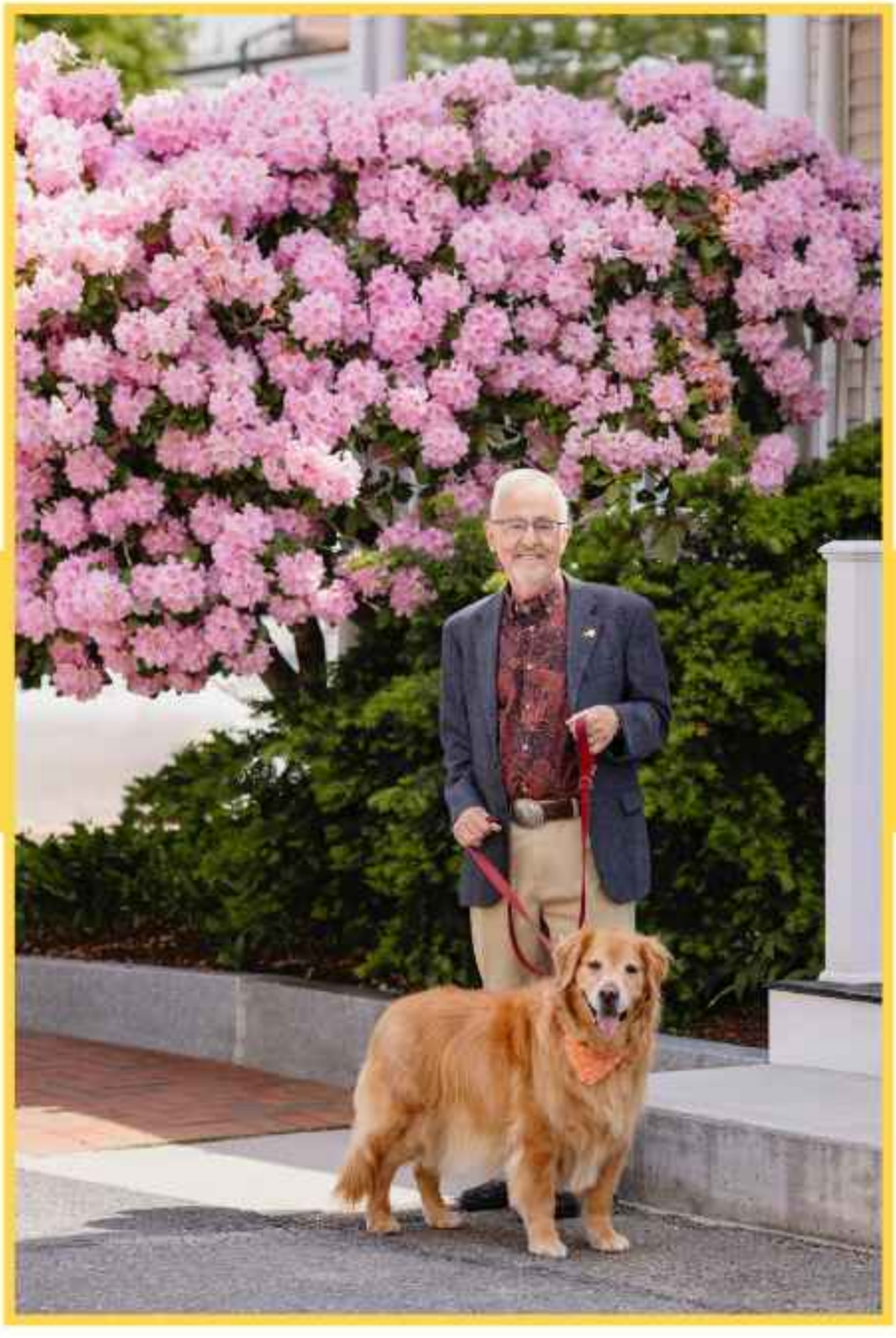
What began as an unexpected foray into teaching has become a lifelong odyssey of purpose and innovation for Prof. Dr. Larson. Originally on track to follow in his father's footsteps as an Electrical Engineer, Prof. Dr. Larson's trajectory took a transformative turn. While pursuing graduate studies at MIT, Larson took on the role of Teaching Assistant for an undergraduate course in Applied Probability. That experience proved pivotal. Watching students evolve from disengaged and confused to confident and curious, often within the span of a single lecture, lit a spark in him. "That, for me, was Heaven on Earth," he recalls.

In that role—where he witnessed students move from confusion to clarity—he uncovered an undeniable passion for teaching. It wasn't just the transfer of knowledge that fascinated him, but the profound impact of helping minds unlock new ways of thinking.

With encouragement from his mentor, Professor Alvin W. Drake, Larson opted to pursue academia instead of industry—a decision he initially viewed as temporary. Yet, this "temporary detour" evolved into a distinguished academic career, culminating in his appointment as the Mitsui Professor at MIT—an endowed role that signifies both prestige and deep impact.

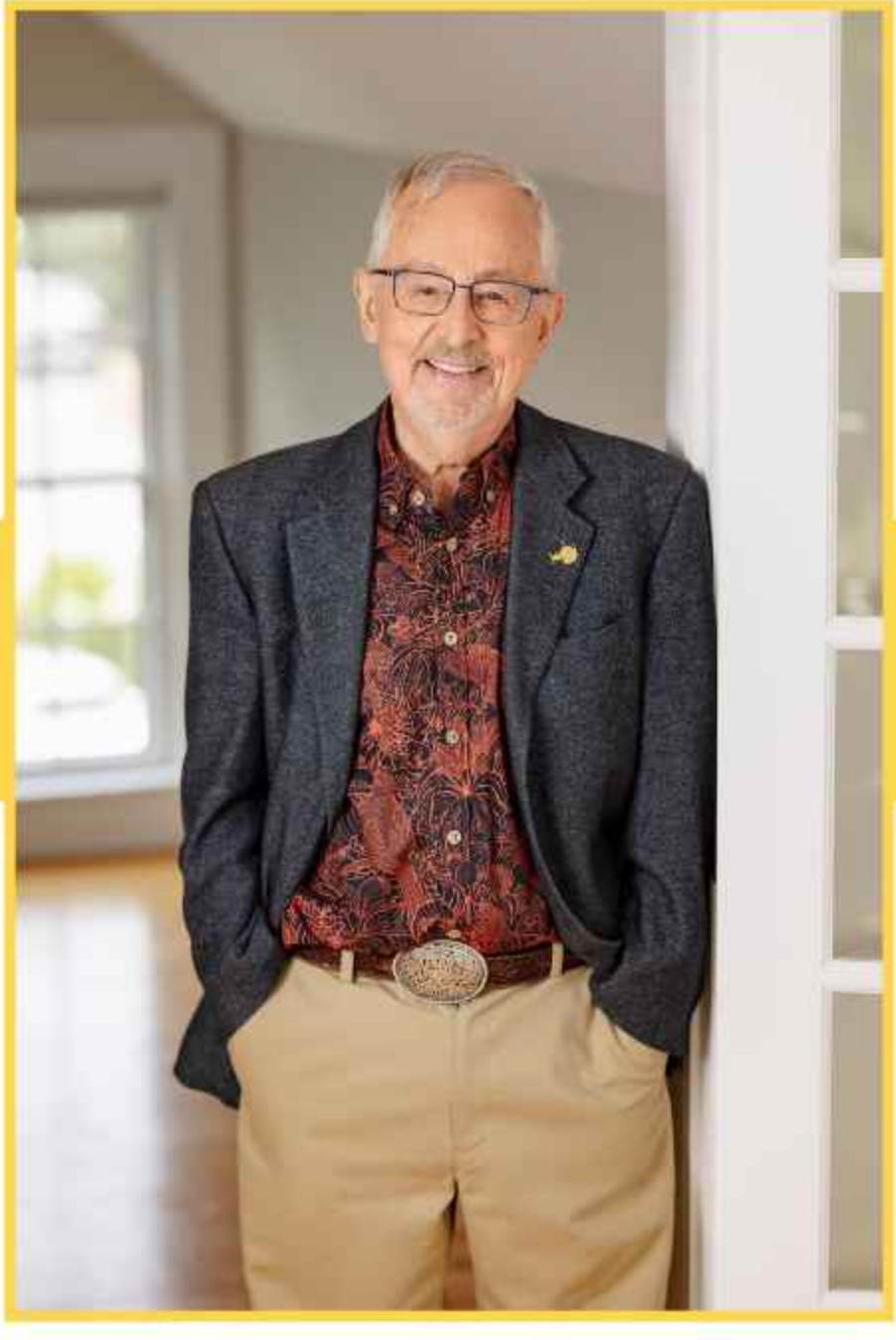
A Boundaryless Scholar: Reimagining the Role of a Professor

Prof. Dr. Larson's intellectual journey defies traditional academic silos. Over the decades, he has held faculty positions in five different departments at MIT, spanning



"Model thinking develops our critical thinking skills, using a framework of conceptual and mathematical tools to help guide us to full comprehension and better decisions."

"It's all too easy to jump to Google (or nowadays to ChatGPT) for the answers, but where does that take us? We're losing the ability to think critically and decide for ourselves."



Electrical Engineering, Civil Engineering, Urban Studies, and the Institute for Data, Systems, and Society (IDSS). This cross-disciplinary agility exemplifies his belief in the power of integrated knowledge and bold inquiry. While his institutional home shifted, his core values remained firm: purpose-driven teaching, student engagement, and real-world impact.

Teaching That Connects: Where Concepts Meet Context

At the core of Prof. Dr. Larson's pedagogy is a commitment to making theory accessible and meaningful. Whether lecturing on queueing theory, urban systems, or applied probability, he crafts lessons that resonate with the real world. From modeling airline logistics to decoding traffic signals, he uses everyday scenarios to ground abstract mathematical principles. This not only makes learning more intuitive, but also sparks a deeper, enduring curiosity among students.

Operations Research with Purpose

As a pioneering force in Operations Research (OR), Prof. Dr. Larson has continually emphasized its practical essence. His innovations—such as the Hypercube Queueing Model—have transformed decision-making in domains from emergency services to healthcare. But for Larson, theory is a means, not the end. "Operations Research," he insists, "must be rooted in solving real-world problems." His legacy lies not in equations alone, but in their application to societal challenges.

Discovery Learning: From Passive Absorption to Active Participation

Prof. Dr. Larson's classrooms are anything but conventional. Rejecting monologue-driven lectures, he fosters dynamic, question-driven environments that reflect his commitment to "Discovery Learning." He challenges all students—both outspoken and reserved—to engage critically with material. By inviting inquiry and dialogue, he transforms passive listening into active exploration, ensuring that learning becomes a shared journey of discovery and problem-solving.

Nurturing Visionaries, Not Just Graduates

More than just transmitting knowledge, Prof. Dr. Larson inspires students to envision their future selves. He urges them to see beyond exams and degrees—to imagine the

industries they might reshape, the ventures they could launch, and the societal challenges they may solve. His role extends beyond teacher; he becomes a catalyst for transformation.

Redefining Relevance in Academia

Reflecting on his early days in OR, Prof. Dr. Larson recalls when the field resembled a sub-discipline of mathematics—rigidly formulaic and disconnected from practical context. Lectures once followed the familiar rhythm of "Theorem. Proof." But today, he celebrates a shift: OR is now propelled by real-world complexity and urgency. The discipline has evolved, and so has Larson, embracing its renewed mission to solve meaningful problems.

Through it all, Professor Larson has remained a steadfast beacon of purpose, inspiring countless students and reshaping the landscape of operations research. What began as an accidental discovery has become an extraordinary life devoted to learning, impact, and the relentless pursuit of relevance.

In Praise of Human Intelligence: Prof. Dr. Larson's Call for a New Age of Thinking

In a world swept up by the whirlwind of artificial intelligence (AI), Prof. Dr. Larson stands firm on a powerful truth: no machine can replace the depth, adaptability, and nuance of human intelligence (HI). While AI tools may offer speed and convenience, Prof. Dr. Larson warns that they risk dulling our most important cognitive edge—our ability to think critically. "To believe in ourselves again," he insists, "we must return to model thinking—a disciplined way of approaching life's decisions with clarity and reason."

For education to evolve meaningfully in this digital era, Larson proposes a shift that is both radical and refreshingly simple: *"Learn how to think differently—learn how to learn."* Whether decisions are routine or complex, he urges us to resist the urge for instant answers via Google or ChatGPT. "When we let machines think for us," he cautions, "we slowly lose our own capacity to reason, evaluate, and decide."

Prof. Dr. Larson's legacy as a pioneer in Operations Research is profound—crowned by innovations like the Queue Inference Engine and the Hypercube Queuing Model, which earned him the nickname "Dr. Queue." Yet his message today transcends academia: embrace *model thinking* to become what he calls "Class A Decision Makers." Model thinking, as he defines it, equips us with critical tools—both conceptual and mathematical—that illuminate everyday life, help decode complexities, and drive smarter decisions.

Rather than heavy formulas, Prof. Dr. Larson's method is approachable and engaging: tackle real-world puzzles and paradoxes using nothing more than sharpened pencils and a few blank sheets of paper. "It's through this kind of active learning," he explains, "that the brain truly absorbs and remembers. Writing by hand reaches cognitive pathways that digital tools often bypass."

Famed linguist and former MIT colleague Steven Pinker praises Larson's work *Model Thinking for Everyday Life* for its accessible brilliance, calling it "filled with surprising insights... revelations that seem perfectly intuitive after Larson has explained them."

For Prof. Dr. Larson, this philosophy is more than pedagogy—it's a way of life. "Let's not mistake a quick search for genuine understanding," he says. "The answer is NOT the answer; the process is the answer." In an era racing toward automation, Professor Larson invites us to pause, pick up a pencil, and rediscover the timeless power of thinking for ourselves.

Sustainable Learning: Engaging Students Through Discovery, Not Monologue

In today's world, where the term *sustainability* is often tied to environmental or economic concerns, Prof. Dr. Larson redefines it through the lens of education: "Sustainability in learning means ensuring that students not only acquire knowledge—but retain and internalize it over time." He draws on the wisdom of Benjamin Franklin, who once said, *"Tell me and I forget; teach me and I may remember; involve me and I learn."* For Prof. Dr. Larson, the path to sustainable learning is clear—students must be actively involved, not passively instructed. He advocates for immersive, participatory teaching where learners are part of the discovery process, not merely recipients of information.

"For me, a student's "immersive learning experience" is with pencil and paper! Let's not confuse a Google search for an answer as real learning. I like to say, "The Answer is NOT the answer; the Process is the answer."

Turning Setbacks into Stepping Stones

Even for a world-class educator, the journey is filled with challenges that ultimately shape greatness. Prof. Dr. Larson recalls a pivotal moment early in his career when his inability to communicate a complex topic effectively left him disheartened. "I realized I didn't truly *own* the material I was teaching," he admits. From that humbling experience, he forged a lifelong rule: *Never teach what you cannot explain intuitively.* This principle has since guided every lecture and public presentation he has delivered.

This moment was more than a teaching lesson—it was a personal transformation. He learned that expertise alone isn't enough. Clear communication, empathy for learners, and deep understanding are what define a great teacher.

Learning from Students: The Humility of Teaching

Despite his extensive accolades, Prof. Dr. Larson is quick to credit his students as his greatest teachers. One such defining encounter occurred during his time as a teaching assistant at MIT. A student asked him to explain an equation intuitively—an equation Prof. Dr. Larson could solve mathematically but not interpret clearly in lay terms. That interaction left a mark. "It was a life-changing moment," he says, "one that made me promise myself to deeply understand everything I teach." That promise, he proudly states, has never been broken.

Balancing Life's Many Hats: The Scholar and the Family Man

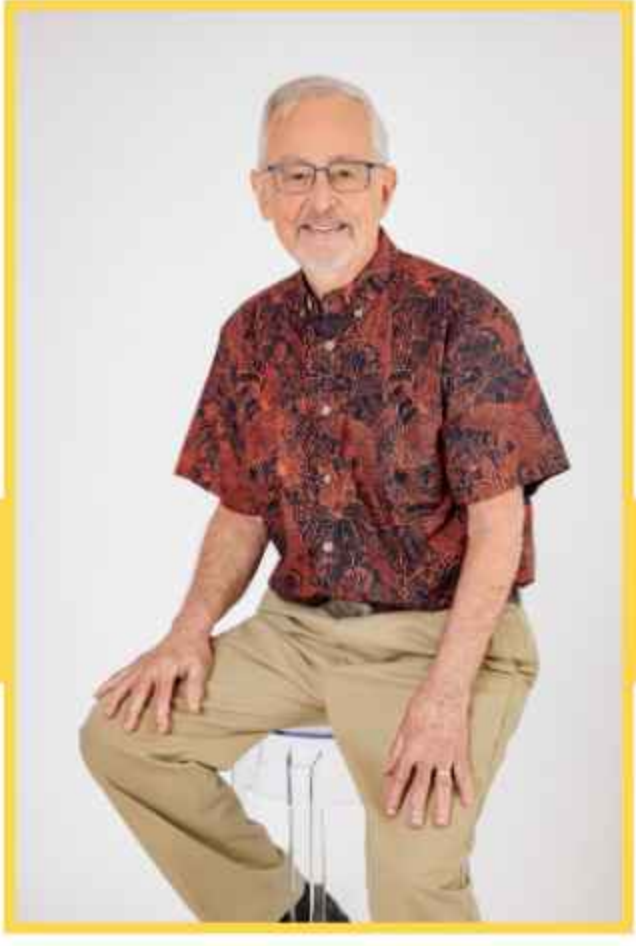
For Prof. Dr. Larson, life isn't just about academic achievement—it's also about balance. At the end of a day filled with lectures and research at MIT, he makes a conscious transition from professor to parent. "When I open the kitchen door at home, I take off my 'MIT Hat' and put on my 'Husband-and-Father Hat,'" he shares with a smile. This practice has helped him stay grounded, maintaining harmony between his personal and professional lives—something many professionals strive for but few master.

Advice to Teachers and Learners: Follow Your Inner Compass

When asked what advice he would give to educators and students, Prof. Dr. Larson offers a timeless message: *"Look into the mirror and identify your deepest intellectual passions—those lifelong interests that spark curiosity and*

"For as long as I can remember, I've been a sort of Libertarian free spirit. MIT graciously allowed me to flourish as a free spirit who has had five different academic departments as home."

"Benjamin Franklin famously said: "Tell Me and I Forget; Teach Me, And I Remember; Involve Me and I Learn." The method then is interactive teaching and learning with the students. Involve them at a fundamental level."



joy. Don't simply follow what everyone else is doing. Carve your own path so others may one day follow in your footsteps." This philosophy has defined his career, from Operations Research breakthroughs to his unique teaching approach.

A Legacy of Thought: Modeling the Future of Decision-Making

Now retired, Prof. Dr. Larson remains as intellectually active as ever. His mission? To champion the concept of *Model Thinking*—a mindset that encourages structured, critical thinking for everyday decision-making. "My latest book, *Model Thinking for Everyday Life,* is my proudest contribution in this phase of life," he shares. With it, he aims to equip people everywhere—not just students—with the tools to make smarter, more thoughtful decisions.

Through his ideas, values, and unshakable passion for education, Professor Dr. Richard Charles Larson continues to shape not only how we learn—but how we live.

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DIGITAL HORIZONS

An Overview of DIGITAL Education Tools and their Impact on the Educational System

The frenetic pace of technological innovation in the last several decades has irreversibly altered almost every sector, and education is no different. Unrestricted adoption of digital media by the education system has been a boon in making a colossus impact on the manner in which one learns, interacts, and gauges knowledge, bringing about a sea change in the conventional education system at its core. This context will examine some of the aspects of pedagogical tools online and their revolutionary value in present-day teaching, most of all their effectiveness compared to the built-in constraints.

Pioneers of that revolution are Learning Management Systems (LMS). Moodle, Canvas, Google Classroom, and Blackboard are merely some of those systems that have taken over education and offer a one-stop-shop for course content, assignments, grades, and discussion. They facilitate asynchronous learning, whereby students view content and do activities at will and on their own initiative, hence enabling learning to take place outside the classroom configuration and outside of school time. Their extended usage worldwide in the latest global pandemic again testifies to their need in providing continuity of teaching, evidence of their irreproducible quality in contemporary schooling.

Along with full management systems, there are certain digital study aids for particular studying requirements and topics. Interactive boards and smart boards supplanted chalkboards with interactive presentation, multimedia integration, and real-time collaboration. Education software and apps and games provide gamified study activity, quizzes, and interactive drills that provide the learning experience tailored. For example, computer programs like language learning programs like Duolingo or spaced repetition and gamification make the process of learning efficient

and fun and programming sites are providing cutting-edge computational thinking in an easy-to-use package. These computer programs allow for alternative ways of learning and allow abstract concepts to be grounded and provide a more engaging learning environment for students.

The efficiency of such virtual pedagogic tools in the education of the present day is multifaceted. In the first place, they enhance student motivation and engagement to a great extent. Their activities in regards to interactive materials, multimedia, and gamified tasks are more successful compared to traditional teaching methods. When learning turns into adaptive and individualized work, students are more likely to remain encouraged, delve into subjects to a greater level, and gain a natural interest in learning. This increased interaction can bring about improved academic achievement and a healthier learning attitude.

Second, web-based instructional materials enable adaptive and individualized learning. In contrast to an all-at-once system, however, these technologies are able to review a student's work, identify strengths and weaknesses, and adjust the curriculum and the pace of learning based on these strengths and weaknesses. Artificially intelligent programs can be used as intelligent tutoring, giving immediate feedback and suggesting precise resources or practice exercises to fill in specific gaps in students' knowledge. It is this customized approach that can provide each student with the assistance needed to perform at their best, fulfilling their full capability, and making education more effective for all. The capacity of learning resources on the web to customize to personal needs is revolutionary.

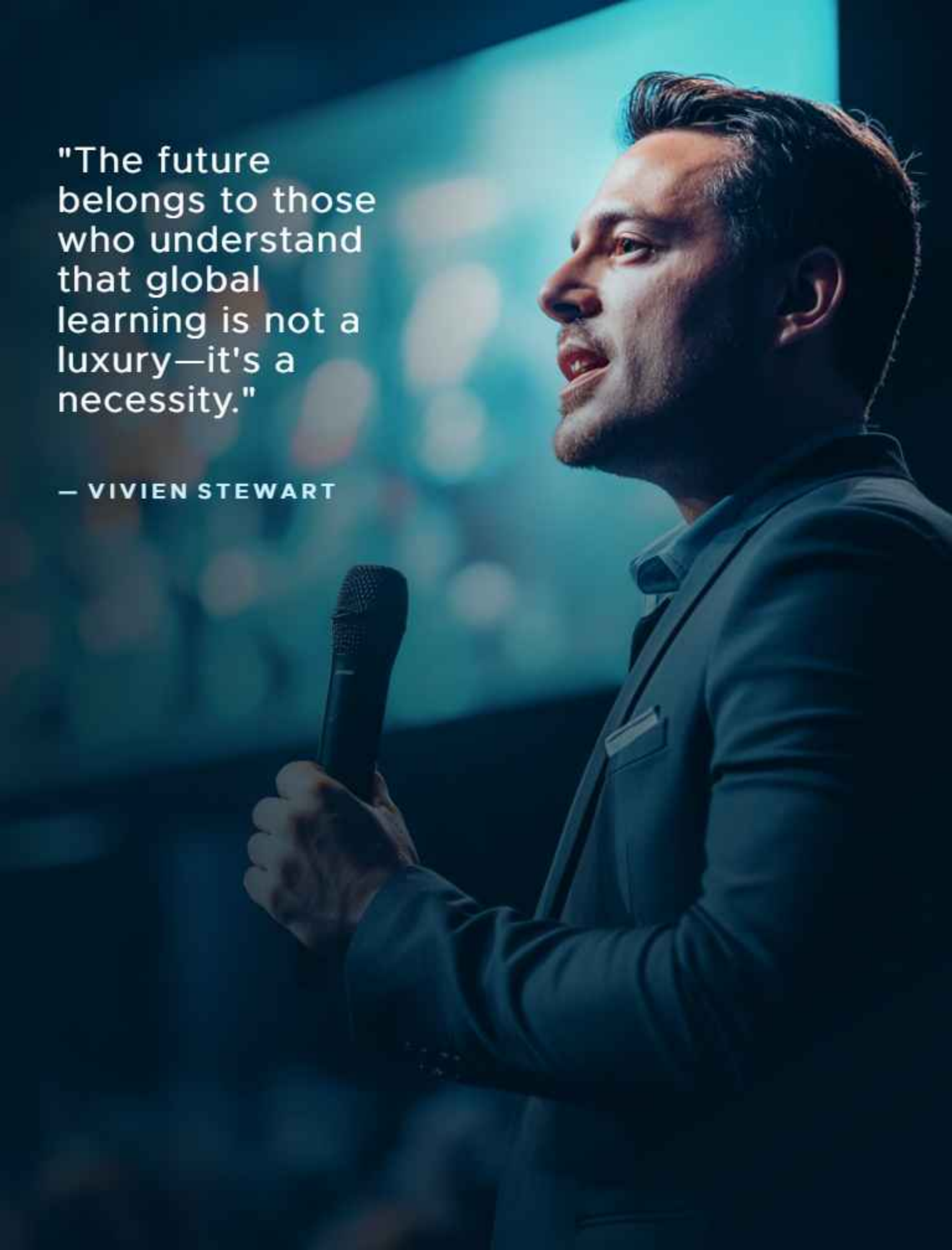
Third, they significantly enhance access and flexibility in education. Web-based course materials, audio lectures, and virtual classrooms have removed geographical constraints, bringing high-quality education to people from distant locations or having physical disabilities. Students can learn instructional material of their choice at their own pace, wherever they are, so that they can be more flexible regarding time and accommodating various lifestyles. This feature of computer teaching software has brought education to more people than have ever been reached before.

Fourth, educational software on computers promotes teamwork and communication skills. Web-based discussion forums, learning groups, and live shared document pages allow students to collaborate on group projects, exchange ideas, and offer peer review from a worldwide perspective. This mirrors our contemporary shared working environments, preparing students to be functioning members of a constantly unfolding interdependent digital world. The teachers are also utilizing these technologies such that they are able to communicate freely with the students and the parents, thereby opening up the learning environment further and making it more interactive. With all the seeming advantages, there are no lacks of problems regarding the use of digital education tools.

The disconnect, or lack thereof, of web access is still an issue since not everyone has equal access to good means of web access or good devices, which continues the disparities in learning. The quality of content and curation of the web is of greatest concern too; mountains of digital information demand critical thinking skills from students and good curation on the teacher's end. Teachers need to be provided with proper training and professional growth, as well, to implement such tools in pedagogy beyond technology adoption to some effective, altered pedagogically sound practices. Data protection and cyber security are increasingly becoming concerns that need solid shields for student secret information. The destiny of digital education technology will become even larger in the future.

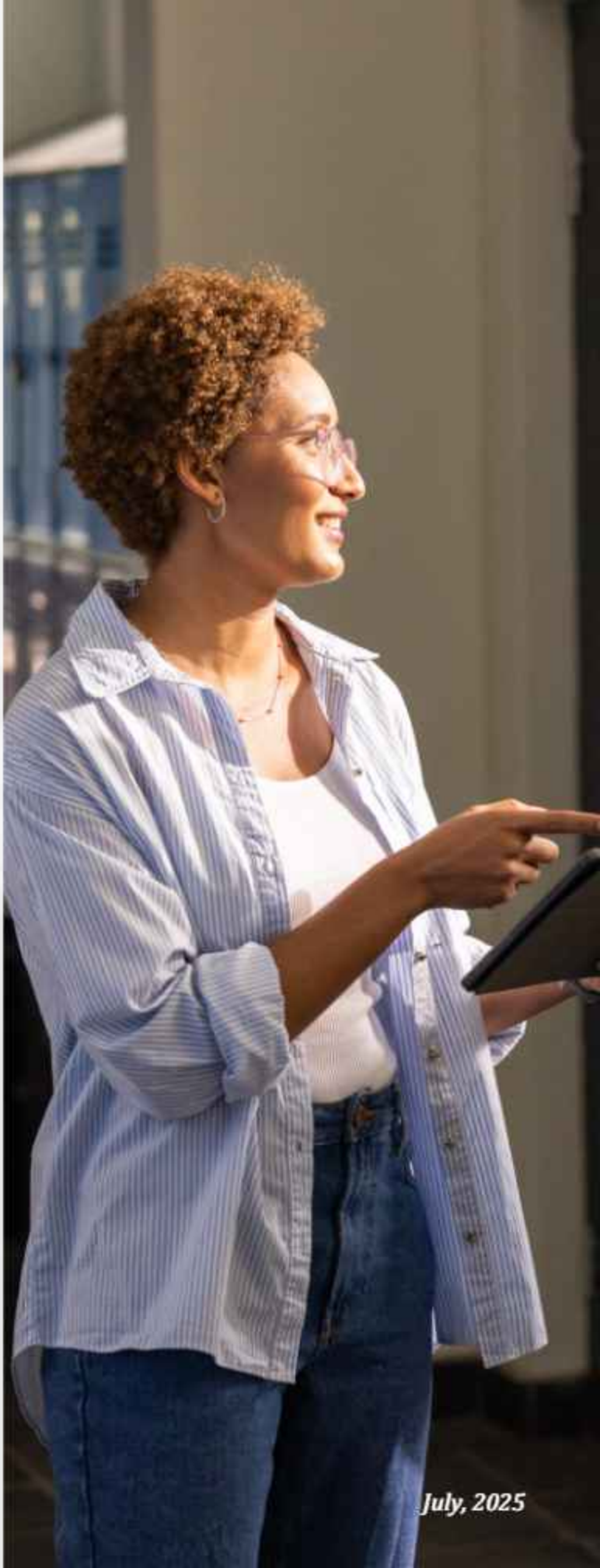
We can look forward to continued advancements in AI and machine learning to create even more advanced and efficient personal learning environments. Virtual reality and augmented reality will enter the mainstream and provide extremely experiential and engaging learning. The focus will be more on creating skills for the future with digital learning aids at the center of creativity, critical thinking, problem-solving, and digital literacy building. The education system will only continue towards a hybrid where the best of traditional face-to-face learning is combined together in unison with the immense opportunities offered by digital learning. That is, educational technology has transformed the education system in the last few years, pushing it towards an even more individualized, interactive, open, and collaborative future.

In spite of continued challenges of quality, equity, and professional development, their achievements in raising learner accomplishment, developing 21st-century competencies, and creating an existing learning culture are undeniable. At the pace of technological advancement, digital learning tools usage will grow increasingly more, sparking constant innovation in teaching and equipping learners with the requirements of a more digital global world.


"The future belongs to those who understand that global learning is not a luxury—it's a necessity."
— VIVIEN STEWART

How **Modern Educational** Institutions Are Taking **Initiatives** in Student Empowerment

In a world that is becoming more dynamic and requires flexibility, critical thinking, and creative thinking, newer schools of thought are starting to understand that the traditional top-down pedagogical approach is no longer adequate. Rather, there is a shift towards the empowerment of the student, a transformational notion that empowers the learner to be in control of their own learning experience, initiating them into voice, agency, and competences to navigate complex things and create their own futures. This forward-thinking embracing of student empowerment in return is reshaping learning contexts and allowing for more interconnected youth development in today's time.



One of the most important ways that schools of today develop student empowerment is, however, through offering student voice and choice in learning. Breaking away from prescribed curricula, schools more and more, increasingly, are giving students choices and the freedom to select topics of interest, select learning activities most appropriate to their own mode of learning, and even participate in the design of the projects and the exams.

That level of freedom provides them with a sense of ownership for learning, transforming it from being something "done to them" to something that they "do with" their teachers. Once students are made to believe that they are being heard and their views matter, there is increased internal motivation, thus better learning experience and participation.

In addition to this, such organizations are also engaging students positively with student-led projects and leadership. Because they know that leadership can be acquired through practice, schools and colleges are enabling students to lead. This can be anything from student council and school clubs to coordinating community service activities or even school-wide green initiatives.

For example, Indian schools are adopting "Scholarship Ministers" where students help other students complete scholarship applications, learning leadership and social responsibility. These opportunities also allow students means of obtaining practical skills such as project management, teamwork, communication, and problem-solving through real-life situations, from theoretical bases to practical and into real student empowerment.

The incorporation of tailored learning paths facilitated through technology is also a mass-scale effort that fosters student empowerment. Modern learning platforms use data analysis and Artificial Intelligence (AI) to provide content, pace, and pedagogic style that are uniquely tailored to each learner's requirements. This means students can progress at their own rate, receive personalized support whenever and as often as they require it, and are presented with challenging material when they are ready for it. This individualization ensures that each student feels heard and understood, so that they feel motivated to take ownership of the learning process. This personalized strategy, characteristic of modern education systems, also enhances academic achievement as well as self-confidence, inducing a feeling of student empowerment that resonates hauntingly close to the personal experience of learning.

Modern schools, to this degree, are also prioritizing self-efficacy and resilience as requirements for student empowerment. This aside from educational content on matter, today's curricula incorporate Social-Emotional Learning (SEL) courses that introduce the students to self-awareness, emotional regulation, care for others, and good judgment. The students are convinced to create personal goals, reflect on their accomplishments, and perceive failure as an opportunity to learn and not as failure. In developing a growth mindset and providing survival techniques for pressure and adversity, institutions are empowering young people with emotional intelligence and mental toughness to cope with academic pressures, and even life pressures in the future. A focus on wholesome development ensures that empowerment of students is not restricted to the academic field to the emotional field as well. Organisations also make active learning and inquiry pedagogies available to enable student empowerment.

Beyond the passive lectures, classrooms today are transformed into living-learning spaces where there are debates, simulations, group work, and experiential laboratories. Inquiry-based learning, for example, encourages students to ask questions, research, and construct their own understanding of concepts. It transforms learners from passive consumers of information into knowledge producers who are active, with an increased capability to solve problems, think critically, and analyze. Through active engagement in learning, youth acquire intellectual autonomy, one of the pillars of student empowerment. The other basic program in student empowerment is the establishment of safe and inclusive classrooms.

Today's schools have come to understand that there is a requirement to provide cultures in which every learner is listened to, appreciated, respected, and a holder of a sense of belonging and worth regardless of background, ability, or identity. This involves positive action against discrimination, celebrating diversity, and giving equal access to facilities and opportunities. When students feel confident to share their thoughts, pose questions, and make errors without fear of being judged, they learn efficiently and are ready to experiment. Empowering condition of this type is the backbone of true student empowerment to allow all to flourish and reach his or her full potential. Finally, schools today are more committed to connecting studies to life and to career goals, thereby empowering the students.

They are connecting the business and academic communities through internships, mentoring, career guest speakers, and project learning that addresses real community or business problems. This type of relevance makes learning more real and allows the learners to value the here-and-now worth of what they learn. By providing them with well-defined channels and empowering them with productive capabilities and connections, institutions can allow them to make productive decisions regarding the future phase of their working lives and are positioned to make productive contributions to society. This productive policy puts power in the students' hands and brings it to fruition in terms of concrete achievement beyond the classroom. Lastly, schools today are becoming determined and varied in fostering student empowerment, realizing its expert role in developing capable, confident, and adaptable young individuals.

By emphasizing student voice and agency, leadership opportunities, use of personalized learning technology, development of self-efficacy, active learning, inclusive classrooms, and connecting learning to the real world, these schools are doing more than simply transferring information – they're creating a generation that can take control of their own lives and become positive contributors to an ever-changing world. Such ongoing commitment to enabling students is an extremely powerful and positive realignment of the very purpose and aim of education itself in current times.

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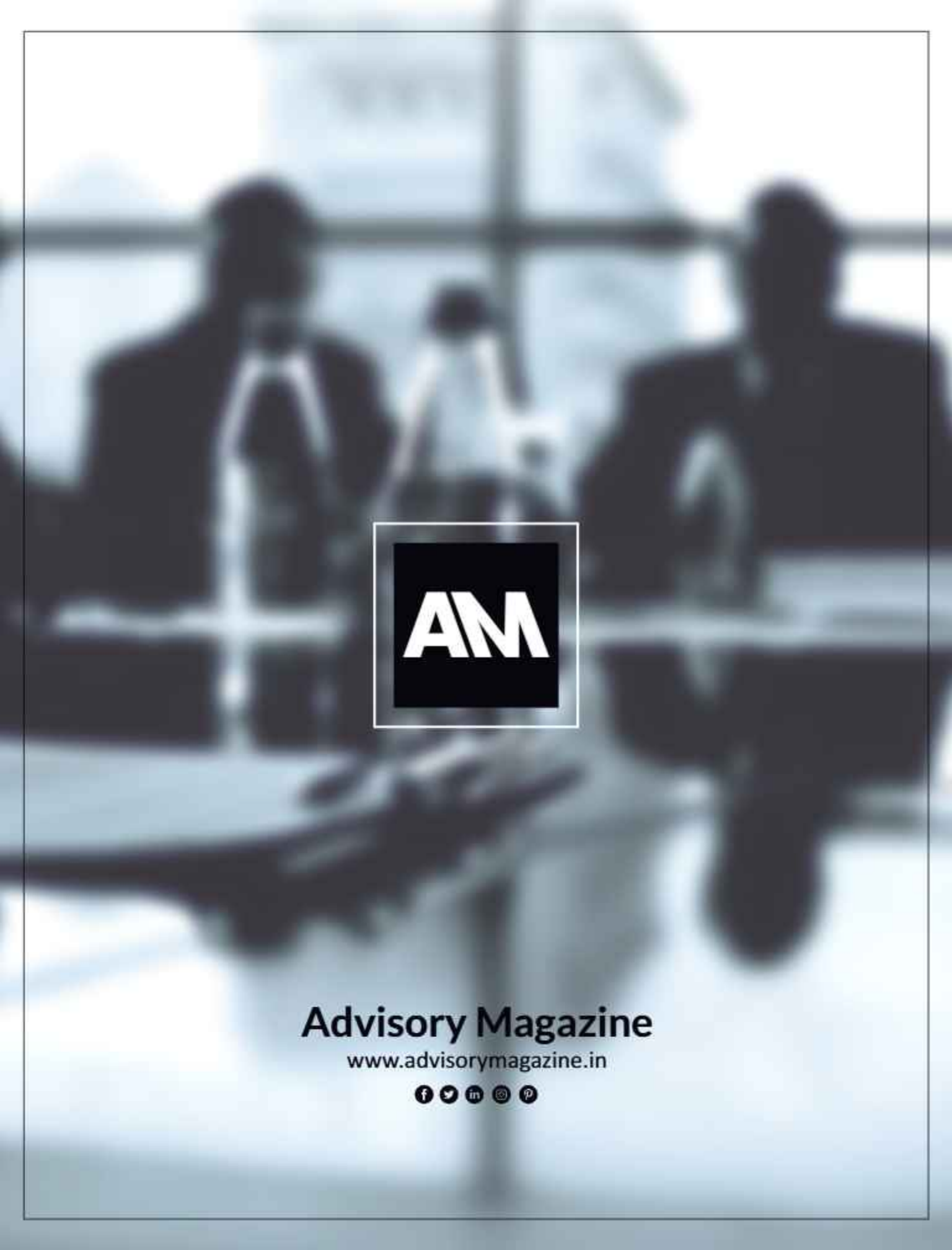
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